

HOW TO TEACH  
TO READ

HOW TO TEACH  
MANUALS  
No. 4.

AMOS M. KELLOGG.



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How to Teach Manuals. No. 4.

# HOW TO TEACH TO READ

*THE TEN GREAT STEPS FULLY EXPLAINED*

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## Preface.

Within the past ten years a great deal of thought has been given to the methods to be employed in teaching a child to read. It has been apparent that while children assuredly have learned to read, (1) that a great number have no pressing desire to employ themselves afterwards in reading. (This has necessarily attracted great attention, for who has ever seen a child that has learned to talk that did not afterwards talk at every opportunity ?) (2) That many children are mentally stunted by the methods employed in teaching them arithmetic is admitted, and this must be true also of those taught to read, for the methods employed are equally defective. (3) That the directions given for teaching to read have been too general and vague. (4) That a clear philosophy of the mode by which written language is acquired is not usually possessed by the teacher of children ; a routine is fixed upon and is blindly followed.

It is not deemed best to present in this book the mental processes by which reading is acquired ; but a knowledge of them is believed to have a real value to the primary teacher. (1) There is here a presentation of the GREAT STEPS in the process of learning to read, with the reasons for them. (2) There are methods and apparatus proposed by which the desire for activity, (on which the intellectual salvation of the child depends), can be rationally employed in the field of printed words and produce practical results.

A very simple apparatus to aid in the process of learning to read is proposed and will be found to be invaluable. (See page 6.) It is quite probable that many teachers will think they can teach to read just as well without any apparatus or tools. Let such remember that our present advancement in civilization is mainly due to *tools* or *apparatus*. What would the Kindergarten be without its apparatus? An apparatus for teaching to read is just as necessary as are the ball, blocks, etc., in the Kindergarten. This has been recognized, and its use has been systematized and adapted so as to be of extensive usefulness.

#### MARKED LETTERS.

A few diacritical marks are employed and their use taught; they are the ones employed in Webster's dictionaries. The meaning of a mark over or under a letter is easily understood by a child as it is taught in this book. (See page 11.) Marked letters are of immense aid in reading.

apron	gives	ā	ear	gives	ē
apple	"	a	egg	"	e
arm	"	ä	iron	"	ī
awl	"	ṛ	ink	"	ı
ox	"	o	spoon	"	ōō
oats	"	ō	foot	"	oo
tube	"	ū	oil	"	oi
umbrella	"	u	ounce	"	ou
bush	"	u	boy	"	oy
sing	"	ng	owl	"	ow
gem	"	ḡ	cent	"	ç

## General Directions.

1. No book is to be in the hands of the pupil ; the instruction proposed here is preliminary to the use of a book.

2. The class (of moderate size) is to be seated around a table.

3. As the object is to read *printed words*, printed words are to be employed ; not script, or blackboard print, or blackboard script. The whole attention is to be concentrated on one form of words—the *printed form*. No capitals are to be employed in this first stage, except the capital I. Script may be employed later.

There will be two elements in the method employed ; one concerns the arrangement and presentation of the knowledge to be acquired ; the other the personal attitude of the teacher towards the child.

### FIRST.

(1) Employ objects and not a book.

(2) Have the words concern life interests.

(3) Have the “statements” express the child’s thoughts and feelings.

(4) Devise many employments (seat work) in visible language.

(5) Devise and employ apparatus as will be needed.

### SECOND.

(1) Take a personal interest in the statements of the little reader. (Think of the stimulus derived from the shouts of the onlookers in a base ball game.)

(2) Do not demand advanced thinking and reasoning, for the child has not arrived at a stage of mental development to employ these.

(3) Do not have too many children in the class ; take them in sections if needful, so you may get them *close to you*.

(4) Do not enforce a position of the body which demands effort and thought ; for this will diminish the amount to be expended on the reading.



## Apparatus for Teaching to Read.

A careful reading of the principles stated will make it plain to that teach the use of visible language some apparatus is needed ; this consists of the following :

1. Twenty objects for each pupil and a box to hold the objects for each.

2. A small box to hold the names of these objects—one for each pupil.

3. Printed words and a box—a “word box” with partitions—one for each pupil. (See inside of first cover.)

4. Printed letters in a box—a “letter box” with partitions. (See inside of first cover.)

5. “Word-holder” material on cards and books. The “word-holder” material, mounted on sheets of stiff paper with covers, furnishes employment for the little fingers before they have power to write. The pupils can “set up” words at their seats and at home and bring them for inspection. (See inside of last cover.)

6. Suitable pictures.

7. Objects to be brought in as lamp, glove, etc.



## NOTICE.

(1) The names of the objects, (2) the idioms—(sentences), (3) the similar words, and (4) the additional words are printed on sheets of stiff cardboard (see appendix), and can be cut out by the teacher and furnished to pupils; other sheets can be purchased of the publishers. The box proposed for each pupil can be made and partitions put in by the teacher.

## The Great Steps in Teaching to Read.

**The Preliminary Step.**—*Teach that things can be represented by words.* This is the first of the movements made by the teacher to introduce the child to a knowledge of printed language. This step is usually quickly taken; most children have arrived at this stage of thought before entering school. It is a foundation step; on it the mental structure is built. It is not taught by *telling* the pupils that things have visible signs. It must be actually shown.\* Specific directions will be found under “Typical Lessons.”

The word “step” is used to express the mental advancement effected, but it must not be supposed that it will be accomplished by *one* effort of the pupil; there must be repetition; but it must be repetition with interest.

It may seem to some wholly unnecessary to present objects in order to teach their names; but it must be remembered that the child learned *audible* signs by means of objects; it will be the natural way to introduce him to *visible* signs by using them.

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\* A missionary on one of the Sandwich Islands wanted a chisel which was at the house; he wrote, “I want the chisel” on a chip and sent it by a native. The missionary’s wife took the chip, read it and gave the tool. The native was overcome with surprise; he showed the chip to others and told them what had happened. Thus they took this “step.”

## First Step.

**Showing Objects and Teaching Their Names.**—The end the teacher has in view in taking this step is to lay a foundation for a knowledge of the *powers of the consonants*. With this purpose in view, twenty objects are selected *whose names begin with consonants*; by seeing and handling the objects and names, and pronouncing the names, the names become “keywords.” The pupil will soon pass from the stage of looking at the word “doll” as a name merely; he will conclude (1) that *all* words beginning with *d* will *begin with the sound with which he begins “doll;”* (2) later on, he will learn that *wherever d* appears it will have the sound it had in “doll.”

### THE TWENTY OBJECTS.

The twenty objects here named have been selected as available, inexpensive, of small size and easily put away. The names of these objects will furnish

#### TWENTY “CONSONANT KEY-WORDS.”

ball	gum	lock	quill	velvet	whip
cup	hole	mat	rope	wax	shoe
doll	jug	nut	silk	yard	
fan	key	pen	top	zinc	

On each of these objects a piece of “word-holder” is to be fastened where its printed name is to be inserted. This “word-holder” will be shaped as found on inside of last cover and can be made by the teacher or purchased of the publishers of the book, Messrs. E. L. KELLOGG & Co.

By learning the twenty names of these objects and being able to place the twenty names on these objects readily, the child really begins to read, that is *to deal with visible signs of things*. He learns the signs by seeing them on the objects ; soon he will recognize them when detached. He had before a concept of a ball and an *audible* sign of that concept. He now has a *visible* sign for that concept.

The *ball* can be easily made by winding string or yarn ; it need not be over an inch in diameter.

The *cup* may be a tiny doll's china cup.

The *doll* may be a tiny china figure.

The *fan* may be made by folding stiff manila paper.

The *gum* is readily purchased at all stores and should be kept wrapped in its tinfoil.

The *hole* may be one punched in a card.

The *jug* will be the tiny affair found at all toy stores.

The *key* will be any cheap trunk key.

The *lock* will be cheap trunk or box lock.

The *mat* will be a home-made lamp mat.

The *nut* will be an English walnut, or an almond.

The *pen*, any steel pen.

The *quill* can be obtained in a stationery store.

The *rope* may be a piece a few inches long cut from a clothes line, the ends fastened.

The *silk*, a piece an inch or two square pasted on a card.

The *top*, an ordinary wooden top to be bought in toy stores.

The *velvet*, a piece an inch or two square pasted on a card.

The *wax*, a piece of red sealing wax.

The *yard*, a tape measure a yard long, purchased for

five cents per dozen ; they are often given away at stores.

The *zinc*, a piece an inch square to be got at any tin shop.

The *whip*, a home-made affair ; one that can be doubled up readily.

The *shoe*, a doll's shoe.

It will undoubtedly be thought by many that as reading has been taught by means of only a book, the use of objects and other apparatus will be unnecessary. This is an illogical conclusion. The apparatus proposed is in strict accord with the processes by which the child learns naturally to *employ signs*. The advantages arising from employing it are very great to him.

## Second Step.

**Teaching a Number of Short Sentences.**—The object of this step is to set the child to *thinking with printed words*. He has for several years thought in audible language ; he has not only learned to give the name “bread” to an object, but to say “I want bread.” He has thus become a thought-using being and must be dealt with on that plane henceforward ; if not, his development will be arrested.

Having learned to *know* the word “doll” in its printed form he is ready to *think* about “doll” in a printed form. In these sentences the twenty “key-words” will be employed. (See Typical Lessons.)

A mental step is taken in the appearance of a concept when a printed word is seen ; a further step is taken in the appearance of a thought when a certain collection of printed words is seen.

He also learns to make sounds represented by these words so as to cause the concepts to appear in other minds.

To think, we join a subject and a predicate. We see a “dog ;” we see him “run ;” a mental connection or joining of the two concepts is made, we say “the dog runs.” I see the word “man,” I see the word “walk” next to it ; the concepts which these represent are mentally connected ; I have the thought “man walks.” Thinking is an automatic mental process, a joining of concepts. To employ the child in thinking with printed words he is taught

THIRTY SHORT INCOMPLETE SENTENCES.

The following are parts of the most common audible expressions of the child, and hence are selected as a basis of the visible expressions he is to learn.

I have——	it is a——	I see——
he has——	is this my——?	does he see——?
you have——	is this your——?	does she see——?
she has——	yes, it is——	do you——?
has he——?	this is——	oh see——
have you——?	take——	where is the——?
give me——	may I take——?	see the——
bring me——	let me take——	where is your——?
I want——	the—is on——	there is——
that is your——	the—is by——	here is——
that is John's——	the—is in——	I have—and ——

1. But two or three of these are to be taught at a time.

2. To learn the first, select from the “word-box” the words “I have a ball,” and put them down where all can see them, at the same time holding out the ball ; point to the words and hold out the ball. (See Typical Lessons.) So employ the twenty names already learned ; these thirty idioms, when completed with the “key words” already learned, will give 600 sentences.

3. About thirty more words are taught by these sentences.

## Third Step.

**Teaching More Words.**—As ability to recognize 100 or 150 words is needed before a book is put in the hands of the pupil, about 75 more words will be gradually taught. These will be mainly :

- (1) Of pupils in the class ; as *John*.
- (2) Names of objects seen and handled : as *lamp*.
- (3) Names of objects seen or in pictures ; as *chair*, *fence*.
- (4) Names of qualities ; as *red*.
- (5) Names of actions ; as *walk*.
- (6) Some connecting words ; as *of*.

It will not be necessary that each pupil should *possess* the objects employed in the step, but objects should still be employed. They will handle the “glove,” or see the “lamp,” put its printed name on it and set it aside.

(1) This gives a reality to the printed word (name) and takes it out of the mist that tends to surround it ; (2) it immensely aids in learning the word ; it gives great pleasure which is the great end of learning to read and must accompany the process.

### 2. Common objects brought in.

lamp	cap	wheel	pail	box
bell	book	glove	cloth	watch
leaf	flower	paper	sugar	mug
meat	bread	cake	water	milk



## 3. Common objects in pictures.

chair	head	girl	tree	horse
foot	finger	stove	cat	man
hand	table	trunk	dog	woman
plate	boy	bird	fence	wagon

## 4. Well-known qualities.

black	blue	red	orange	yellow
green	white	purple	crimson	pink
sweet	rough	big	round	hard
sour	smooth	little	square	soft

## 5. Common actions.

run	go	eat	talk	strike
walk	come	drink	read	hop
rise	smile	fall	touch	cry
sit	laugh	take	look	pull

## 6. Connecting words.

in	by	on	and	with
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## LEARNING THE WORDS.

To teach the first set of words (names of pupils), pin a piece of "word-holder" to the sleeve of each pupil ; in it put the name of the pupil neatly printed.

To teach the second and third lists, put a "word-holder" on each object or picture ; exercise the pupils in putting in the proper words.

Some of the fourth list will be objectively taught, the rest exemplified. The fifth list will be exemplified. (See the Typical Lessons for methods.)

In words of two syllables as *paper*, do not use the term "syllable," say this word has two parts ; and in making the word put it in two parts.

## Fourth Step.

**Analyzing the “consonant” key words for the initial consonant.**—It will be new to the child that a word can be separated into parts. Analysis is one of the great powers in education ; here it make its appearance in teaching to read. It must be applied with pedagogic skill. Note that analysis is taken up, not because it has an *immediate* usefulness which was the case in learning the printed name of an object. (See the Typical Lessons.)

By directing his attention to one element, as the *d* in “doll,” he learns its name (sound) and concludes that all words beginning with *d* begin with that sound ; and further, that wherever *d* appears it will have the sound it has in “doll ;” and, finally, to have the sound of *d* on his tongue whenever he sees the letter. All of this will come about by skilful teaching.

## Fifth Step.

**Teaching 17 Vowel "Keywords."**—Here is begun a preparation to overcome one of the great obstacles in learning to read—the several different sounds of each vowel as "a" in "face" and "a" in "fat," etc. To overcome this, certain words will be taught, which will become "key words." In some of these words the letters will be marked ; then, in all the preliminary reading, these letters will have the same marks. The pupil sees that the *a* in "apron" has a short line over it ; he knows the sound of this *a* and concludes that where the *a* with such a line over it occurs it will have the same sound as in apron, and so of the rest. (See Typical Lessons.)

For *ā* use *ā*pron

" *a* " apple

" *ä* " ärm

" *ḁ* " ḁwl

" *o* " ox

" *ō* " ōats

" *u* " umbrella

" *ṽ* " bṽsh

" *ū* " tūbe

" *ṅ*" sṅg

" *ḡ* " gḡm

For *ē* use *ē*ar

" *e* " egg

" *ī* " īron

" *i* " ink

" *ōō* " spōōn

" *oo* " foot

" *oi* " oil

" *ou* " ounce

" *oy* " boy

" *ow* " owl

" *ç* " cent

## Sixth Step.

**Analyzing the Vowel Keywords and Teaching Sound Marks.**—This is another of the steps in analysis ; it will prepare the pupil to enter the field of words alone. In analyzing the “consonant keywords” there are no marks to be regarded, but there will be marks over or under the vowels. (See Typical Lessons.)

## Seventh Step.

**Teaching to Form Visible Words From Sounds.**—They have already learned what sound is represented by *b* and what sound by *a* ; the teacher will now teach them to combine these. This is the employment of synthesis in reading.

This is the step that enables the pupil to make words himself. It is the step that was probably taken first by the Egyptians ; carried from Egypt by the Phœnicians, it gave a prodigious impulse to civilization ; Greece felt it in an especial manner. (See Typical Lessons.)

## Eighth Step.

### Teaching to Recognize Resemblances Among Words.

—This step applies in reading a power the child already possesses. As before said, the child comes to school with considerable knowledge and considerable mental power. The teacher must avail himself of this knowledge and power.

This step brings the printed word before the child as a thing of itself, as an object; he compares it to another object.\* This step will gradually introduce him to 200 new words.

### Words Resembling the "Consonant Keywords."

*Special note.* These words are not to be learned as were the "keywords" and "additional words;" they are to be used to train the eye to *recognize likeness in words*.

ball	wall	call	tall	fall	hall
cup	sup	pup			
doll	poll				
fan	man	tan	ban	can	ran
gum	mum	sum	hum		
hole	pole	dole	sole	tole	mole
jug	pug	mug	lug	rug	hug
lock	rock	sock	dock	pock	hock
mat	rat	hat	bat	sat	cat

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\*To a child, the giraffe is a long-necked tiger, a mule is a long eared horse. Having been taught that a certain bird was a goose, a child called ducks "small geese."

naïl	pail	hail	sail	tail	fail
nut	hut	but	rut		
pen	hen	fen	men	wen	ten
rope	hope	mope	pope		
silk	milk				
top	hop	mop	sop	pop	fop
wax	tax	lax			
yard	lard	hard			
whip	ship				

For methods of teaching and using these words. (See Typical Lessons.)

Words resembling the "additional words."

lamp	tamp	samp	vamp		
bell	sell	well	tell	fell	
leaf	sheaf				
neat	heat	peat	seat	beat	
cap	sap	pap			
book	look	nook	took	hook	
flower	glower				
bread	tread	dread			
cake	make	rake	sake	take	
pail	bail	fail	hail	mail	rail
box	fox				
milk	silk				
foot	boot	toot	root		
man	pan	ran			
hand	land	sand			
boy	toy				
fence	pence	hence			
head	lead				
finger	linger				
table	fable				
tree	free				
cat	hat	sat	mat	pat	

dog	log	hog	bog	cog	
cap	lap	map	nap	pap	tap
black	stack	clack			
blue	flue	glue			
red	Ned	fed			
pink	mink	rink	sink	link	
rough	tough				
big	pig	rig	fig	gig	wig
little	tittle				
round	sound	found	pound	hound	
hard	lard	yard			
soft	loft				
kind	find	bind	mind		
run	fun	sun	tun		
walk	talk	balk			
rise	wise				
set	met	pet	let	net	get
go	lo	no	so		
eat	peat	heat	meat		
drink	prink				
fall	pall	ball	call		
take	sake	bake	make	rake	
talk	balk	calk	walk		
read	mead	lead			
book	nook	hook	look	took	
hop	pop	sop	top		
and	sand	band	land		

For methods of employing these words, see Typical Lessons.

## Ninth Step.

### **Teaching Regarding Silent Letters and Substitutes.**

—This step requires good judgment, nice tact, and pedagogical skill. The usefulness of the diacritical marks is perceived by the adult ; they are of no interest to the child because he cannot see their usefulness. He must learn their use as he learns the use of birthmarks on kittens or chickens, to enable him to make distinctions. Silent letters may be shown by using italic letters, or marking out with a slanting line ; substitutes may be put underneath.

In this step the pupil is exercised, (1) in analysis, taking up the elements of words ; (2) in reasoning, using equivalents,  $a=b$ , therefore use  $b$  in place of  $a$ . (See Typical Lessons.)

## Tenth Step.

**Teaching to Manage New Words.**—The child is soon to go out into the field of new and unknown words. He has clues to guide him but does not know wholly how to employ them. Until he has made a good deal of progress (1) the vowels will be marked, (2) substitutes used (see 9th step), (3) silent letters crossed, (4) hyphens used.

This step is an employment of all the preceding steps.



## Typical Lessons.

**General Suggestions.**— 1. The teacher will have the apparatus referred to on page 6—the words, the objects, the “word-holders,” the pictures, and the letters.

2. She should practice until, like the printer, she can read print *upsidedown*.

3. The number in the class should be limited to six, for it is not easy to hold the attention of a large number of young children.

4. The lesson is not to be over ten minutes in length.

5. Seat the pupils around a table, two opposite, two at the left and two at the right, so they can give their whole selves to the matter in hand.

6. At the first they must be impressed with the feeling that they are to be very happy. Do not attempt to tell them of the importance of learning to read ; they cannot understand that. A clear idea of the entire procedure must be in the teacher's mind ; not only the ten great steps in the process of teaching a child to read, but also the innumerable other little steps, so that the process becomes an inclined plane rather than a series of steps.

(The term steps is rather misleading ; the term seems to imply that after the first step is taken the child takes it no more ; but in reality he takes it over and over. Then again, the teacher in one lesson often employs a part of one step, a part of the next, and so on ; one lesson may thus involve several of the steps.)

So that instead of "steps" it is better to look at the processes as ten different kinds of work ; as ten different parts of a great work.

7. Plan for much seat work with words ; this is to fairly immerse them in *visible* language. After a lesson of ten minutes at the table, rest them by some physical training, then have some occupation with printed words. Four, six, eight and even ten lessons may be given each day, with rests between. One of the best, and always pleasing, is to give a small picture and let them "set up" a story about it in the word-holder. Encourage this in all ways ; thus printed or visible language becomes as natural as audible language. The "word-holder" books, with the words set up by pupils, may be taken home to show what has been done at school ; they will give occupation at home.

CAUTION. Realize at the outset you are to move from the field of *audible* words into the field of *visible* words, and therefore *talk as little as possible* ; let the pupils talk as little as possible ; turn the whole mental force on the *printed* words.

#### THE TEN STEPS—RECAPITULATED.

Having shown that things have visible signs,

1. Show 20 objects and teach names for "consonant key-words."
2. Teach 20 short pattern sentences—"idioms."
3. Teach additional words.
4. Analyze words in step 2 to isolate the initial letter.
5. Teach 17 words for "vowel key-words."
6. Analyze "vowel key-words" and point to sound marks.
7. Teach to make visible words from "sounds."
8. Teach to recognize words from resembling known words.

9. Teach as to silent letters and substitutes.

10. Teach pronouncing new words.

### **Apparatus for the Reading Class.**

Teachers may make their own apparatus ; all the words used will be found in the appendix to this book, printed on stiff paper. These may be neatly cut up by the teacher, boxes and word-holders made. If there are ten pupils to learn to read, ten sheets of the words will be needed.

These sheets contain.

1. The consonant key-words.
2. “ idioms.
3. “ names of common objects.
4. “ vowel key-words.
5. “ resembling words.

The names of the pupils in the class will be printed on cards of the same width as the other words, this can be done by each teacher.

## First Lesson.

### PRELIMINARY STEP.

**To Unfold that Things have Visible Signs or Names.**

*Teacher.*—How pleasant it is to be here around this table. We are going to have a nice time. In that box are five things ; John, you may open it ; I will not look ; on each is a card ; you may take out the card and give it to me. I can tell by looking at the card which of the five things you took it from.

You took it from the orange. How do you suppose I know ? Because this card has the word “orange” on it. Hand me another card. You took that from the block.

Taking the orange the teacher asks : What is this ?

“An orange.”

But its name can be printed ; see, this is its printed name. You can learn to tell its printed name.

This will exhibit the aim and method of the first lessons. The object will be to impress the idea that the name of an object can be written or printed as well as spoken. The thought may be presented in several ways objectively.

## Second Lesson.

### FIRST STEP.

**Objects Represented by Words.**—On page 6 twenty objects were proposed as available to impress twenty words easily upon the memory. Each pupil will have a set of these objects. Each object has a piece of the word-holder pasted to it to hold its name. The teacher presents but one object at a time ; shows how the name can be taken out and put back.

*Teacher.*—(Giving the pupil an object.) What is this ?  
“A ball.”

Yes, here is its printed name. I will put the printed name on the ball.

Other objects will be shown and their printed names exhibited. The pupil then takes the object and its printed name and joins them. The names are removed and he joins them again and again.

*Teacher.*—Here is a tiny “cup” for each ; there is its name. You may take the name out. Turn the names over and shuffle them about. Now turn them back. Who can put the right name on the cup ?

Here is a “doll” for each ; there is its name, you may take it out ; take out the names of the ball and the cup. Shake them in your hands. Who can put the right name on the doll ? on the cup ? on the ball ?

### SEAT WORK.

Giving the pupils as many objects as the teacher thinks best with their names, they go to their seats and affix the names ; they are removed, shuffled together and affixed again. The pupils should have a box and be taught to put the objects neatly in it and to care for them.

## Third and Fourth and Other Lessons.

### FIRST STEP.

Succeeding lessons will introduce the remaining objects ; the lessons will be short—not over ten minutes in length. Avoid wearying the children.

A great deal will have been accomplished when the pupil can look at the twenty printed cards and pronounce the words on them. Having handled the object, having put the name on it, he has a clear understanding of *what the word means* ; it is not a misty something, it is a real thing ; by handling the object and speaking and handling its name his comprehension is made up of *tactual*, visual and audible elements.

NOTE.—It is well in pronouncing the words *ball*, *doll*, etc., to dwell on the initial consonant.

### SEAT WORK.

Objective work with words is wholly indispensable for many pupils. A few, probably, inheriting an aptitude, will remember the word from seeing it once, but the majority need *bodily impressions* ; this they obtain by *handling* the word.

At their seats the pupils can *take off* the names, put them in a heap ; then, picking up an object, they select its name and slip it in the “word-holder.”

The teacher can devise many games with the objects and words. She holds up the “top,” for example, and they hold up the name, etc.

## Seventh and Eighth Lessons.

**Thinking with Visible Words.**—The teacher having parts of certain sentences printed on cards takes the ball in her hand and says. "I have the ball." Then she takes the doll and says. "I have the doll." She puts the ball into John's hand. "What can you say?"

"I have the ball."

But this is a use of *audible* words to express a familiar thought. Her effort is to teach them to employ visible words to express this thought. She selects the words "I have" and puts them in the word-holder, and adds the word ball.

"Look at that; that says 'I have the ball.'"

She takes out the word "ball" and taking the "doll" in her hand asks, "What can I say now?"

"I have the doll."

"Yes, now I put the word 'doll' in the word-holder. Look at it; what do the words say?"

The pupils catch the idea; the words "I have" are given to each of them; they put them in the word-holder. The teacher asks each to take the "key," for example, in his hand. "Now find the right word and put it in the word-holder. What do the words say?"

"I have the key," etc.

### SEAT WORK.

The pupils take the idiom "I have" to their seats, and after some physical exercise, busy themselves with putting in words to complete the thought. They are allowed when each word is placed to say aloud the sentence formed.

## Ninth Lesson.

**Another Idiom.**—The next idiom to be taught will be “Where is ——?” This the teacher undertakes to shadow by action. They are assembled and she looks in one place and then in another. “What would I say if I should speak?”

“Where is something?”

“Yes, here are the words ‘Where is.’ Put them in your ‘word-holder; each may put in a word. John, what is yours?”

“Where is a doll.”

“What is your’s Mary?”

“Where is a top.”

It is not best to undertake all the idioms proposed in this step before proceeding to the next. The twenty idioms may be divided into four parts; first teach these four.

I have ——.

Where is —— ?

Here is ——.

See the ——.

### SEAT WORK.

It is a law of childhood not to give the attention to one thing but for a short time. Do not, therefore, let them go from their lessons to their seats and continue word-work; interpose something different for ten or fifteen minutes. Then by various devices interest them in looking at and handling printed words. For example, let some one take the words belonging to the twenty objects and put them on the objects at haphazard and let the pupil rectify any errors. Do not make the use of printed words distasteful.



## Tenth Lesson.

### THIRD STEP.

To Increase the Vocabulary of Visible Words.—  
Having taught four idioms the teacher will begin the teaching of the seventy-five to eighty words additional to the key-words. (See page 14.)

After teaching ten of these teach four more idioms ; then ten more words.

Use objects.—The teacher will bring in these ten objects :

a lamp	a glove
a bell	a pail
a cap	a tube
a book	a box
a wheel	a shoe

The wheel will be supplied by one of the boys ; the tube can be borrowed at a tinshop, use a toy pail and infant's shoe.

The teacher will place the printed name "lamp" beside the object and so of the rest and then ask : "Who can do that ?" Picking up the cards she hands them to a pupil who makes a trial.

## Eleventh Lesson.

### SECOND AND THIRD STEPS.

The pupils will employ themselves on the idioms and the new words. The process will be substantially this: Each pupil will have a stout card four or five inches square on which some "word-holder" has been pasted. Each will select an idiom, as "I have," and add a word, as "lamp." The teacher examines the sentence; the pupil reads the words and points to the object or handles it to assure the teacher that he understands.

This is a very pleasing occupation.

## Twelfth Lesson.

### SECOND STEP.

**Four More Idioms.**—Teach next the idioms

He has —.

Here is —.

You have —.

Give me —.

John holds a shoe in his hand.

"What can you say? Tell me."

If he hesitates the teacher will say: "He has a shoe" and give them the words "he has."

The teacher may give them exercises in describing (1) her acts. She may strike on the table,—they will say, "you strike," "walk on the floor," "look at a book," etc. (2) Or they may describe the acts of a pupil who will whistle, sing, etc. But these are not to be put into written form. They are for general educative purposes.

## Thirteenth Lesson.

### SECOND AND THIRD STEPS.

The four idioms of the seventh lesson and the ten words in the tenth lesson will be learned by some groups of pupils very quickly; but it may be that more than three lessons will be needed. Observe the rule not to advance if there is doubt and darkness; let a clear light be on their path. Go over the words and idioms learned in new ways.

Lay the ten words on the table face down. Get the attention; turn over one quickly and let the pupils name the word.

Place all the objects on the table and lay the cards indiscriminately on them. Ask: "Who will place the cards correctly?"

### PLAYING WITH PRINTED WORDS.

1. Supposing the thirty words have been learned, the teacher will put down a picture of a boy; they put beside it the word "boy." In a similar way this entire list will be employed.

boy	bird	table
cat	dog	trunk
girl	horse	wagon
man	woman	
stove	house	
tree	chair	

2. The pupil puts down a picture and she selects the name.

All this is done to make visible words perfectly intelligible, and to familiarize them with them.

### SEAT WORK.

They will place the right word next or upon the picture.

## Fifteenth Lesson.

### FOURTH STEP.

**Analysis.**—Looking forward the teacher puts some of the twenty objects before her, and, forming her mouth to say “fan,” asks: “Who can tell which one I am going to pick up? Look at my lips.”

By similar exercises their attention is turned to the *first element* of the “consonant key words.”

She proposes that a pupil shall attempt to utter a word and tells him which it is. He starts to utter “ball,” for example; having formed his lips to utter *b*, she says, “you were going to say “ball.” Thus all the twenty “key words” come up for partial phonic analysis,—only the first element is separated.

A further step is to lay down the word “fan” and while she dwells on the “f,” to point to “f” and say, “that is the sound of that letter,” and so of the rest.

A further step is to point to the “f” and ask, “What sound has that?” and so of the rest.

## Sixteenth Lesson.

### SECOND STEP.

**Idioms.**—These idioms are studied:

I want —.

Bring me —.

It is —.

Have you —?

Put down the idiom “I want,” and a word as “doll,” and let a pupil take this up and put down a word as “wheel,” and read it. Give each the idiom and let each construct sentences.

## Seventeenth Lesson.

### FIFTH STEP.

**Vowel key-words.**—The teacher desires to teach the following list of words and will bring objects and pictures; to teach “arm,” “ear,” and “foot” she will draw upon the pupils themselves.

āpron

ēar

apple

egg

ärm

īron

awl

ink

ox

spōon

ōats

foot

umbrella

oil

bush

ounce

tūbe

boy

sing

owl

gem

cent

### THE OBJECTS.

To teach “apron” use a child’s apron, pinning a “word-holder” to it.

To teach “arm” use a pupil’s arm ; so with “ear” and “foot.”

To teach “ink” put some ink in a small clear glass bottle ; on this fasten a “word-holder.” So proceed with “oats” and “oil.”

To teach "ox" use a picture on a stiff card; to this fasten a "word-holder." So with "bush."

To teach "tube" use a piece of paper rolled into a tube.

To teach "ounce" use a piece of lead that is shaped like an ounce weight, in which "1 oz." is cut; the matter will be explained to the pupil; an ounce weight may be borrowed.

Note that the *short* sounds of the vowels are *unmarked*.

The pupils will not need these objects permanently, nor to own a set as in the case of the objects represented by "consonant key-words." Each should handle each object, put the proper word in the "word-holder," and thus be impressed that a reality is represented by each word. After a few lessons they will be able to deal with the word intelligently when the object is absent. The objects may be wholly in the possession of the teacher. Only one set will be needed.

#### THE METHOD.

The teacher takes up the "apron," for example, and shows the word "apron," she fastens a piece of "word-holder" to it and gives each the word; and so proceeds with the rest. Then the words are taken away and put on the table; the teacher then shows the "apron" and asks for the proper word to go in the "word-holders." Then one shows the "apron" and asks for the proper word to go in the "word-holder."

Nothing is said about the diacritical marks until the words are perfectly learned; this being accomplished she makes that a

#### SUB-STEP OF THE FIFTH STEP.

The teacher putting down the word *ā*pron says:

"Look at that first letter; what do you see over the

*a*? Is there not a 'flat cap' over the *a* in your word? Say the word 'apron' three times. How do you begin that word?"

"You may lay down the word *ē*ar. Tell me about that word."

"It has a flat cap too."

"Yes, over the *e*; say that word three times. How do you begin that word?"

"You may lay down the word *ī*ron. Tell me about that."

"It has a flat cap too."

"Yes, over the *i*. Say that word three times. How do you begin it."

"Put down the word *ō*ats. Tell me about that."

"It has a flat cap too."

Yes, over the *o*. How do you begin it. Say it three times."

"Put down the word *tū*be. Tell us about that."

"It has a flat cap too."

"Yes, over the *u*. You may say that three times. How do you begin it?"

It will not be necessary nor wise to spend time in *talk-  
ing* about the sounds at this stage. Pointing out the "flat cap" and giving the sound, and causing the mind to *as-  
sociate the form and sound*, is the correct thing to do at this stage of the child's knowledge. He will soon catch the idea that whenever the flat cap appears the *a* under it is to have the *same sound it has in* "*apron*." And so of the others. The teacher must *exalt the word in the child's mind*; that causes it to become a "key-word."

## Eighteenth Lesson.

### SIXTH STEP.

**Analyzing the vowel key-words.**—The teacher designs the vowel key-words for a special purpose. She wants her pupils to know that the *a* in “apron,” the *a* in “arm” have different sounds. They give them different sounds but do not know it; nor do they really know they are using an *a*. They have only analyzed the consonant key-words enough to know that “f” in “fan” has a peculiar sound and what that sound is, and so of the rest.

It is not best to tell them that *a* has four sounds; that would be a mistake. Holding up the “apron” she asks them to put down its name. “Look at me when I say ‘apron.’

Now put down the word ‘apple.’ Look at me when I say ‘apple.’”

She thus arouses the idea in their minds of a *difference* between the sound of *a* in “apron” and the *a* in “apple.” In future lessons she will develop this, now dim perception of a difference, into the power to separate the *a* in each of these words and give its phonic name. Just now she is satisfied to have *planted the seed* of a knowledge of the different sounds possessed by the same letter.

Taking up each of these words, she gives the first sound as *ā* and asks “What word am I going to say?”

“Apron.”

“There is a word with this sound in it—*ū*. What word is that?”

“Bush.”

So she proceeds with the others.



These exercises train their ears and inform them that certain letters have certain sounds, and that certain sounds are represented by certain letters. (This statement they cannot understand in this form and the teacher does not try to have them.)

## Nineteenth Lesson.

### THIRD STEP.

**Idioms.**—The teacher takes the up remainder of the twenty idioms.

Has he ——?

The —— is on the ——.

The —— is by the ——.

The —— is in the ——.

She gives a boy a book and asks: "Has he a book? What did I say?"

"Has he a book?"

"Now see me say it with printed words," laying down the words, "Has he a book?" You may put down these words." When this is done, she takes away the word "book" and says, "What other word can we put there?"

The pupil suggests "dog."

"That is good, put that word down; read it. Now each of you may select a word and put in the place of 'dog.' What is yours, Henry? What is yours, Mary?"

She puts the "zinc" on the "ball" and says: "The zinc is on the ball." Now see me say it with printed words. She places the words and they imitate her.

"That is real nice. Now take off the 'zinc' and put the word away. Henry, put something else on the 'ball' and see if you can say it."

Henry puts the "pen" on the "ball," and puts the word "pen" in the sentence and reads it.

## Twentieth and Other Lessons.

### THIRD STEP.

**Additional words.**—Several lessons will be given to introduce the words on page 10 into idioms.

*Caution.*—Do not go too fast; do not make learning to read a burden. Show either the objects of their pictures and then the word.

In the case of colors, show a piece of black paper or silk and then the word; thus introduce it; let the pupil see something "black" and handle the term "black." So exemplify "red."

"Hear these words, 'I have a black paper.' Show me those words." So of "red," "blue," "green." In this way introduce a few new words, usually four at a lesson. Then review the work already presented.

(a) Take up the consonant "key-words." Put down one after another quickly and let them name them.

(b) Take up the vowel "key-words" in the same manner.

(c) Take up the additional words in the same manner.

(d) Take up the idioms.

(e) Take up the consonant "key-words" and practice on the *sound* of the consonants thus: Holding a word as "key" in the hand say, "Who can tell what word I have—saying k-k-k repeatedly.

Do this with all the consonant "key-words." It draws attention to an *element*—applies analysis to words.

## Twenty-Fifth Lesson.

### FOURTH STEP.

**Analysis of the consonant key-words.**—The analysis of the consonant “key-words” has already been begun ; now another step is to be taken.

The teacher, holding the word “ball” in her hand, asks some one to tell her what word she has, uttering *b-b-b*, over and over.

You have “ball.”

“Yes, you knew that because I made the first sound in “ball.” What is that sound ?

They give *b-b-b*. This is an important step. It is a step in phonic analysis.

The teacher puts down the letter *b* and the word “all,” and then pushes the *b* away at the distance of a quarter of an inch, at the same time saying *b-all*, which they imitate.

In a similar way she will take up each of the consonant “key-words,” but not all in one lesson.

The pupils from this catch the idea that *each of the consonants has a sound*.

The teacher impresses this idea by saying *b-all*, etc., which they imitate.

They catch the idea that the word “ball” is not a solid thing, but may be split into pieces—that one of these is *b*.

The separation of *b* from *all* (*b—all*) decidedly helps the pupil to separate the *b* from the *all* in sounding these parts.

## Twenty-Sixth Lesson.

### SIXTH STEP.

**Analysis of vowel key-words.**—The analysis of the vowel “key-words” has already been begun ; now another step is taken. The teacher taking the word “apron” in her hand asks some one to tell her what word she has, uttering  $\bar{a}$ - $\bar{a}$ - $\bar{a}$ , over and over, dwelling on the  $\bar{a}$ .

You have “apron.”

“Yes, you know that because you heard the *a* sound. What is that sound ?”

They give  $\bar{a}$ - $\bar{a}$ - $\bar{a}$ . The teacher puts down the word “ $\bar{a}$ -pron” —separates the *a* from the other letters —thus  $\bar{a}$ -pron and then pronounces it, putting a stress on *a* ; this they imitate.

In a similar way she takes up “ear,” “iron,” “oats,” and “tube.” The other vowel “key-words” are taken up at other lessons. The teacher must bear in mind that phonetic analysis is the difficult part of teaching to read, and proceed with great care, patience, and ingenuity.

## Twenty-Seventh Lesson.

### SEVENTH STEP.

**To synthesize vowels and consonants.**—The teacher lays down *b*. “What sound has it?” She waits for them; if they hesitate she says *b-b-b*, over and over. She puts down *a* and waits for them; if they hesitate she says *ā-ā-ā*, over and over. Placing them an inch apart she points to one and says *b*; pointing to the other she says *ā*; this she does several times, they imitating.

Moving them nearer to each other she continues to give the sound of each; when close *b-a* is spoken as one word.

Putting down another *b* she says: “Give the sound.” Then she puts down *ē* at the distance of an inch to the right; if they hesitate she says *ē-ē-ē* and they imitate. She pushes the letters nearer, saying the sounds *b-e*; *b-e*, over and over, lessening the distance until the sounds are joined as in *be*.

Thus she proceeds with *ī-ō-ū*.

This reveals a clue to them for pronouncing words,—the great problem for the child who is learning to read. At later periods she will show how to write *b* with *a*, *e*, *i*, *o*, *u*.

Then she will proceed to *b-a-n*; *b-e-n*. *All the vowels she uses will be marked* except those having short sounds.

Here will be seen the importance of having trained them to dwell on the initial consonant in the consonant key-words. Also of the value of the employment of diacritical marks when the words *apron*, *ear*, etc., were first given.

The entire lesson should not be taken up with teaching to unite sounds, because it is the difficult point in teaching to read. Parts of several lessons will be needed before they can write the letters b-i-t, b-e-t, etc. In most of these combinations the child finds no objective thing represented. It is merely an exercise in combining sounds ; phonic gymnastics.

Having done enough in synthesis to have them get the idea of combining the sounds of the letters, work on the other steps will be taken up.

## Twenty-Eighth and Other Lessons.

### EIGHTH STEP.

**Words Taught by Analogy.**—The teacher puts down the word “fan;” she takes up the *f* and puts a *t* in its place. “What is it now?” (Tan.) She takes up the *t* and puts an *m* in its place. “What is it now?” (Man.)

She now tells them to put down the word *fan*, and under it “tan,” “man,” etc., and calls attention to their resemblance to “fan.”

Then “hole” is put down and the *h* taken up; if no one suggests a letter the teacher puts down a *p*; some talk follows. Then the *p* is taken up; if no letter is suggested she puts an *m* down.

Then “mat” is put down and a similar process is followed. Thus they learn (1) of the *similarity of words* (2) by knowing how “mat” is pronounced, they know without trying how “rat” is pronounced. (3) They begin to give *attention to the form of words*—they are really learning to spell.

This will be a pleasing occupation. The idea which the teacher wishes them to catch is (1) that some words are very much alike, just the same except the first letter; also (2) to train the eye to note the differences in words—the important thing in spelling. In this way the attention is called to the forms of words. This step will be taken up with the others in succeeding lessons.



## Thirtieth Lesson.

### EIGHTH STEP.

**Drilling on Word-Forms.**—Most of the words learned up to this time can be used to suggest other words differing from them in the initial letter. These words are not to be learned (memorized) as was “doll,” “arm,” etc., for the reason that no use can be made of them as yet. They are to be used to drill with, but too much drill must be avoided.

This exercise should take the form of play ; it is a sort of baseball with letters ; it causes nimbleness in pronouncing.

Put down “ball,” for example, and then taking away the *b* quickly put down the *h*, and demand the name of the new word at once. Rightly managed this is an excellent exercise.

## Thirty-First Lesson.

### NINTH STEP.

**Diacritical Marks.**—Diacritical marks were begun in the sixth step; they have appeared in all the lessons after that step. The “flat cap” over the five vowels has been referred to. This has served to give the pupil the idea that a *mark over vowels* is to be looked for; that it has importance. “The ‘flat cap’ over an *a* tells you the sound is—(the teacher gives *a* long).” The rest are shown in a similar manner.

The teacher takes up the “vowel key-words,” now they have become familiar with the marks over the vowel, to show them that these marks have a meaning. Having the word *āprōn* before them she asks: “How do you begin *āprōn*? Say it three times. How do you begin *ärm*? Say it three times.” Thus all the “vowel keywords” are taken up.

A further step. She puts down *fāce* (the *a* is marked). “See the flat cap over the *a*; tell me how that sounds. Yes.”

If this is made clear in this word they will “catch the idea” and be able to sound the word *pāce*, *rāce*, etc.

And in a similar way the sounds of the other vowels will be taken up.

A part of every lesson will be the preparation for Seat Work. At their seats the pupils will express themselves by using printed words, either filling out idioms, or inventing sentences. It will be a good plan to put all the idioms on a large sheet of manila paper and suspend it where it can be seen. This is an exercise in spelling

## Thirty-Second Lesson.

### NINTH STEP.

**Teaching About Silent Letters.**—The teacher puts down such a word as *pail*.”

“We don’t use the *i* in this word ; we say *pā-l* not *pa-il*, that is the reason we use another kind of *i* ; it is a silent *i*, that is, it is not sounded.”

She puts down the word *hāil*. “We do not sound the *i* in this word. Do we say *hā-il*? No. That *i* is a silent *i*.”

She illustrates the idea in “home,” “pipe,” etc.

(The final *e* is usually silent, but they need not be told this ; they will see it and thus know it.)

## Thirty-Third and Other Lessons.

### NINTH STEP.

**Use of Substitutes.**—The teacher gives the sentence, “John has a book.” Read it. See, I put a *z* under the *s*, because you say *haz*.

When you see a letter under another, then you know you are to use the one underneath. She gives further illustrations.

The teacher puts down “John walked.” “You say ‘wakt,’ so I put the letters *wäkt* after—John walked, (wakt).”

She puts down “John talked” (takt), and proceeds in a similar manner.

*Note.*—Let the teacher proceed here with the greatest care as this is one of the difficult things in teaching reading. Do not attempt to be exhaustive; only bring up such words as the pupil is to use now, not next year. “Sufficient unto the day are the difficulties thereof.” It is quite possible it will not be best to introduce this second class of words until books are taken up.

### A SUMMARY OF RESULTS.

The teacher’s main aim is to give the pupil power to *name the words he sees*. The steps taken have aimed to reach this end naturally, gradually, and surely. By employing them the pupil has learned:

(1) That an object, as “doll,” is represented by a visible word.

(2) That the word “doll” begins with a certain sound, a *d* sound.

(3) That all words beginning with *d* begin with the same sound that "doll" does.

(4) That *d* everywhere has the sound it has in "doll."

(5) That the sound of other letters is shown by marks over or under them (except short vowels).

(6) That combinations have the same sound in all places, as *all* in "ball," "tall."

(7) That some letters of words are silent, as *l* in "doll."

(8) That sometimes a different letter is needed than is really employed, as *z* instead of *s* in "has."

(9) That many words have two or more parts, as pa-per.

The first five of these points will be made clear by suitable lessons founded on the keywords.

The sixth will be made clear by drills on the resembling words—See page 62.

The seventh is learned by its being pointed out by the teacher; after experience the pupil finds a uniformity prevails in this matter: (1) one *l* is marked silent in "doll;" he will conclude it will be in ball, fall, etc. (2) The *e* is marked silent in "face;" he will conclude it will be in "pine," "time"—in all words where it is at the end.

The eighth touches the edge of the difficulty the pupil is to encounter in employing written language. Hence the importance of his using letters, of forming words out of letters with his hands.

The seventh and eighth will be of importance in his voyages among new words.

The ninth has been exemplified by using a hyphen in all cases where there were two syllables.

The teacher will not use the terms "syllable" or "hyphen." She will say, "That word has two *parts*. Some words have two parts, don't they?" Later when the

word "walking" is used the teacher will give the word "playing," asking where the "joining mark" is to be put. Thus the idea will arise that a hyphen precedes *ing*. Do not teach a rule concerning the "final e," or "*ing*." The pupil has not arrived at the rule-learning stage yet, but he is in a stage where he can draw some conclusions.

# Training to Name Words at Sight.

## TENTH STEP.

In each lesson after the key-words have been learned, there must be a little time spent in naming words at sight. In teaching to read, as in teaching to play croquet, there must be "drill." The great point is to make the "drill" interesting and profitable. It is important that the pupil attack the word at *sight*—does not study over it. He must, in the beginning, acquire the habit of "see and say."

### SINGLE INITIAL CONSONANTS.

Show the word "ball," take away the *b* and interest them to see what you will substitute; quickly put *w* and let all shout the word "wall. There must be animation; it must be made play. In a similar way proceed with "call," "tall," etc.

The object is to give the pupil power to *name these words instantly at sight*; this habit will follow him in all his after reading.

### DOUBLE CONSONANT INITIALS.

It is noted by teachers that pupils often find it difficult to start off with words that begin with *two* consonants. There are only about twenty such combinations; the teacher will need to drill the pupil upon these as in the case where the word began with one consonant.

\*bl, \*br.

blame	bland	bleak	blend	blind
blink	blow	breed	blue	
brace	brass		bread	brine
brink	broke		brow	bring

Those with a \* have been exemplified in the third step, so that only five or six remain to be learned.

\*ch, cl, \*cr.

change	chance	cheese	chest	
chime	chin	churl		
claim	clam	clean	clef	
climb	cliff	cloak	clot	club
crape	cram	creak	crest	
crane	crop	crust	cry	

\*dr

drape	drat	dream	dreg	drone
drip	drop		drunk	

\*fl, fr.

flame	flax	fleece	fleck	flight
flip	float	flap	flute	flux
frame	frank	free	fret	fright frill
froze	frog			

\*gl, \*gr.

glaze	glass	glēan	glen	glide
glit-ter	glōam	gloss	glue	
glum				
graze	grass	green	grell	
grind	grin	grōwn		
gross	grub			

pl, \*pr.

plate	plat	plēat	plot	
plume	plus			
prāy	prank	prōbe	prong	
prime	prink	prune		

sh, sk, sl, \*sm, sn, sp, \*sq, \*st, \*sw.

shame	shall	shēaf	shell	
shine	ship	shone	shop	shut
skill	skull			
slate	slat	sleep	slept	slime
slink	slope	slot	siut	



smack	sm <sup>ear</sup>	smell	smith	smut
snap	sneer	snipe	snip	sn <sup>ow</sup>
snob	snub			
square	squall	squib		
		th.		
thane	than	then	thin	their
		*tr.		thine
trade	tripe	trip	trade	trod
			truth	truss
try				
		*wh.		
whale	what	wheel	whelp	
		wr.		
wrap				

## TRIPLE CONSONANT INITIALS.

		spr.	
spray	sprat	sprite	sprint
		str.	
strait	straw	street	strut
		thr.	
thread	thrust	through	

## UTTERING DOUBLE CONSONANT INITIALS.

The teacher shows a piece of blue paper or cloth ; they *compose* "blue." "How does it begin? Say it three times" (bl-bl-bl).

"Put down *bl*." The teacher adds *ā*. "Say that." She takes up the *ā* and puts down *ē*. "Say that."

Then long *i* is given ; then long *u*. Then *br* is taken in the same way, and so of the rest : *cl*, *ch*, *cr*, etc.

The other vowels are added ; it becomes a drill on the *bl*, with the vowel to help.

Next the table is taken in hand. The teacher places

“blame” on the blackboard, putting a “flat cap” on the *a* and crossing out the *e*, and they “say” its name; and so of the rest; a few at a time.

*Note.*—The power to combine these consonants will not be needed at this point, but will be when the field of new words is entered upon.

To read, the pupil must “see and say” *at once*; to give power to do this the teacher drills to utter at sight single and double consonant combinations.

## Beginning to Read.

A class of pupils may receive several short lessons like those suggested each day ; as language is objectively presented they will not be mentally fatigued if employed in a class eight times, each exercise being not more than ten minutes in length. A good foundation will be laid by taking the course outlined in the ten steps for undertaking reading. The pupils will now be able to proceed somewhat systematically.

### SUGGESTED LESSONS.

The teacher presents a "ball" and a "box" and gives sentences like these which they read ; or she asks pupils for sentences which they "set up." Suppose one produces No. 1, they all read it ; then they read that produced by No. 2. Here will be seen the value of small classes ; *all* can see what *each* "sets up."

These lessons employ the "idioms" and the words they have learned ; several hundred sentences can be formed.

It is a ball.

I see the ball.

Do you see the ball ?

Where is the ball ?

It is on the box.

Have you a ball ?

Yes, I have a ball.

Oh, see the ball.

Who has the ball ?

Who has the box ?

Give me the ball.

Give me the box.

Put the box on the ball.

The teacher presents a "cup" and gives sentences like these, or they compose them.

Here is a cup.

Do you see the cup ?

The cup is by the ball.

Have you a cup ?

Put the cup on the box.

Put the ball in the cup.

I want the cup.

John wants the cup.

In this reading as few spoken words are used as possible. The cup is placed on the box and a pupil selects and sets up such words as he chooses and the rest see them; they speak them ; *this is reading*.

#### USE OF SCRIPT.

Having got the pupils on their feet, so to speak, the teacher may use the blackboard, still presenting objects, using diacritical marks, the hyphen, substitutes, and crossing out silent letters. She will take as "subjects" from three exercises:—

1. The objects named by the consonant key-words. Appendix A.

2. The objects named by the vowel key-words. Appendix B.

3. The common objects. Appendix C.

The two examples just given will show the kind of sentences to write.

The pupils may next be allowed to use a suitable primer or reader ; *but only in the class*. But far better than the reader will be cards on which suitable sentences are printed *about objects* that are before them, as lamp, glove, etc. On these and in the primer the vowels should be marked. For seat work they will still use the words and

letters found in the word box and letter box. In using a reader or the cards there should be a drill on new words before reading is attempted. If there is halting on a word the teacher should not fret or scold, or say, "Spell it."

1. She should be sure the powers of the consonants and vowels are known. If not, turn to the key-words and work upon them. (See App. A. & C.)

2. See that the vowels are properly marked.

3. That substitutes are put underneath.

4. That silent letters are marked out.

5. That the syllables are indicated—this may be done by a perpendicular line if there is no hyphen, as "pep | per."

6. A number of words will be presented with out analysis—such as *the, my, and*.

7. Some irregular words must be respelled, laugh (laf), tough (tuf), cough (cof), dipped (dipt), locked (lokt), laughed (laft).

8. A number of words will take *u* under them but need to have that sound modified by the teacher's voice; as in *her, bird, firm, third, girl, veil*.

9. In a number of words in which *a* is followed by *r* the *a* has a slightly different sound from the *a* in "apple" because of the *r*, as in *bare, dare, chair, there*.

These points are referred to here to urge the teacher not to increase the number of diacritical marks; the minute differences will be learned by the ear and not the eye.

The ten steps properly taken should lead the pupil to venture out quite boldly into the sea of words before him; *if those words are properly chosen and properly marked*. Suppose "through" is to be one of the new words; the teacher puts *u* under the last four letters and asks them to "say the word." If they hesitate, let

her turn back to the word "thread," and drill rightly upon it. No scolding, fretting, or reasoning is needed. If there is trouble with this there will be with other consonants. There has been a neglect of associating sounds with forms.

## Appendix of Words.

### (A) The Consonant Key-Words.

ball	cup	doll	fan	gum
hole	jug	key	look	mat
nut	pen	quill	rope	silk
top	velvet	wax	yard	zinc
whip	shoe	thread		

### (B) Incomplete Sentences. (Idioms.)

I have——	He has——	Take the——
He has——	Have you——?	Let me——
You have——	May I——?	Here is——
She has——	Does he see——?	Oh see——
I want——	Does she see——?	See——
That is——	Do you see——?	I see——
That is your——	Where is——?	I have a—and a—
It is a——	Is this my——?	There is a——
Yes, it is a——	The—is by the—	The—is on the—
This is a——	The—is in the—	The—is by the—

### (C) Common Objects. (Brought in.)

lamp	cap	wheel	pail	box
bell	book	glove	tube	watch
leaf	flow-er	pa-per	sug-ar	mug
meat	bread	cake	wat-er	milk

### Common Objects. (In pictures.)

chair	head	girl	tree	horse
foot	fin-ger	stove	cat	man
hand	ta-ble	trunk	dog	wom-an
plate	boy	bird	fence	wag-on

### Well-Known Qualities.

black	blue	red	or-ange	yel-low
green	white	pur-ple	crim-son	pink
sweet	rough	big	round	hard
sour	smooth	lit-tle	square	soft

## Common Actions.

run	go	eat	talk	strike
walk	come	drink	read	hop
rise	smile	fall	touch	cry
sit	laugh	take	look	pull

## (D) The Vowel Key-Words.

āp-ron	ēar	ī-ron	ōats	tūbe
ap-ple	egg	ink	ox	um-brel-la
ārm	fōot	ōil		bush
awl	spoon	ounce		

## Resembling Words.

**Note Specially.** These words are not to be learned like those in Appendices B and C, they are to be used to *train the eye to see the likeness in them to other words already known and from this be enabled to pronounce them.* See page 19.

## (1) Resembling the Consonant Key-Words.

ball	wall	call	fall	all
cent	tent	went	sent	bent
doll	poll			
fan	pan	tan	ban	ran
gum	mum	sum	hum	rum
hole	pole	dole	sole	mole
jug	pug	mug	rug	hug
lock	rock	sock	dock	hock
mat	rat	hat	cat	bat
nut	hut	but	cut	rut
pen	hen	fen	ten	men
rope	hope	mope	pope	lope
silk	milk			
top	hop	mop	sop	pop
wax	lax	tax		
whip	ship			



(2) Resembling the Vowel Key-Words.

arm	farm	harm	warm	
awl	bawl	pawl		
ear	tear	near	fear	year
egg	beg	peg	leg	
ink	wink	link	rink	sink
oats	boats	goats		
ox	box	fox		
full	bull	pull		
oil	boil	toil	foil	soil
spoon	loon	noon	soon	moon
ounce	bounce			

(3) Resembling the Additional Words.

lamp	samp	vamp		
bill	sill	will	till	fill
leaf	sheaf			
meat	heat	peat	seat	beat
cup	sup	pup		
book	look	nook	took	hook
flower	glower			
bread	thread	dread		
cake	make	rake	sake	take
pail	bail	fail	hail	mail
milk	silk			
box	fox			
foot	root	soot		
man	pan	ran	can	tan
hand	land	sand		
boy	toy			
fence	pence	hence		
head	lead			
finger	linger			
black	slack	clack		

blue	flue	glue			
red	Ned	fed	bed		
pink	mink	rink	sink	link	
rough	tough				
big	pig	rig	fig	gig	wig
little	tittle				
round	sound	found	pound	hound	
hard	lard	yard			
soft	loft				
kind	find	mind	bind	wind	
run	fun	sun	bun	dun	
walk	talk	balk			
rise	wise				
set	net	pet	let	met	yet
go	lo	so	ho	no	
eat	peat	heat	neat	feat	
drink	prink				
full	pull	bull			
take	sake	bake	rake	make	
talk	balk	calk	walk		
read	mead	lead			
look	nook	hook	took		
hop	pop	mop	top	fop	
cry	fry	try			
pull	bull	full			
end	send	lend	bend		

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